

**METHOD AND SYSTEM FOR
DEVELOPING TEACHING AND
LEADERSHIP CHARACTERISTICS AND
SKILLS**

**U.S. Patent Application Serial No.
10/016,905**

Filed December 14, 2001

Attorney Docket No. D4701-00198

Exhibit B

Welcome to TRANSFORMING LEARNING

Transforming Learning

Preview

News and Events

Research

Registration / Pricing

Information

Abstracts

Privacy

IT Setup

Terms & Conditions

Getting in Touch

Our Contact Details

Keep the Board

Have A Question

TRANSFORMING LEARNING

"If you kept it to yourself, the school wouldn't know where to progress, what to change and what to keep."
- Jessica, 11

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Privacy and Security

Registered Users of Transforming Learning:

To enter the registered part of the site, click the relevant button below

Login

First Time Users

For a preview of Transforming Learning click here:

Preview

Latest News

more ▶

Are You Doing Better than You Think You Are?

The pupils of 86% of primary school teachers find their lessons clearer and more interesting than their teacher expected.

In the current climate of inspection and evaluation, the suggestion that pupils' views should be taken into account may seem just another burden. Our recent analysis of Transforming Learning data suggests that pupils' views are generally a positive and insightful contribution for teachers' professional development.

Click on 'more' to view

Welcome To Transforming Learning

This screen is for people who have already registered themselves on Transforming Learning.

Please enter your username and password (you will have chosen these in a previous session):

Username:

lrm003

Password:

password

Click to Proceed

Snuck! Click Here



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LEARNING

[Click here](#) if you can't remember your username

[Click here](#) if you can't remember your password

[Click here](#) if you have not yet chosen a username or password

[Click here](#) to return to the homepage

File Edit View Favorites Tools Help



Address

in/logincontrol.cfm?73897C3C-F650-11D4-8ACD00508B668278&CFTID=71&CFTOKEN=58915975

Go Links

Welcome Back Joe

Quick Shortcuts

Where I Last Left Off
Questionnaire Tracker
The Main Home Page
Administration
Change Your Password
Toolkit
My Personal Details



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Exploring

About You

Questionnaire Setup

Your Questionnaire

Understanding The Concepts

About Your Consent

Creating Feedback

Classroom Feedback

Change Learning Path

Feedback to Admin

Taking Action

Exploring and Choosing Actions

Your Personal Action Planner

How To Use This Page

Start

workspace activities...

Transforming Learn...



Internet

11:36

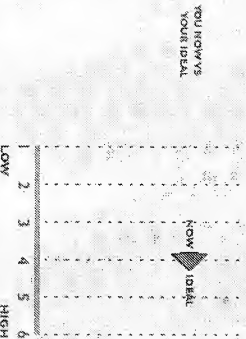
Current Section: Getting Feedback

Classroom Climate

Your Own Perceptions

Participation

This chart shows the gap between your perception of the actual degree of *Participation* in your class and how you would like it to be ideally.



What Does This Mean?

You feel that your pupils are generally satisfied with the level of *Participation*, but that the emphasis on this dimension may be slightly too low.

TRANSFORMING LEARNING

Your Perceptions vs. Your Pupils

Participation

Current Session Online Feedback

Classroom Climate

Your Perceptions vs. Your Pupil's

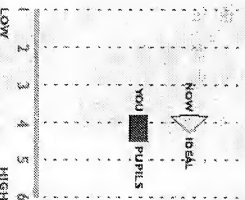
Participation

This chart shows the gap between your own and your pupils' perceptions of the actual level of *Participation* in your class.

(Your level of rater agreement for this dimension is high.)

What Does This Mean?

Your pupils perceive a slightly higher level of *Participation* than you think they do.



YOU NOW VS
YOUR IDEAL

YOU NOW
VS YOUR
PUPILS NOW



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LEARNING



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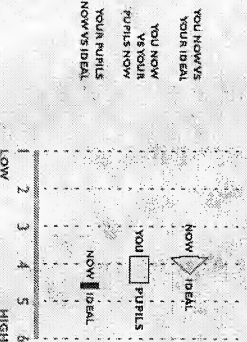
Client Section Online Feedback

Classroom Climate

The Perceptions of Your Pupils

Participation

This chart shows the gap between your pupils' perceptions of the actual level of *Participation* and their aspirations for the future.



What Does This Mean?

Your pupils' responses also indicate that they feel satisfied with the level of *Participation* in the classroom.

Your Class in Comparison with Other Classes

Participation

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Current section: **Online Feedback**

Classroom Climate

Your Class In Comparison With Other Classes

Participation

This chart shows how your pupils' perceptions of the actual level of *Participation* compares with the views of pupils in other classes nationally.

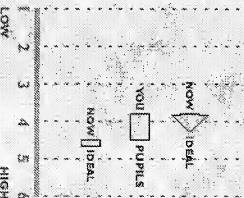
What Does This Mean?

The degree of *Participation* perceived by your pupils is typical of that perceived by other pupils in other classrooms nationally.



YOU NOW VS YOUR IDEAL
YOU NOW VS YOUR PUPILS NOW
YOUR PUPILS NOW VS IDEAL

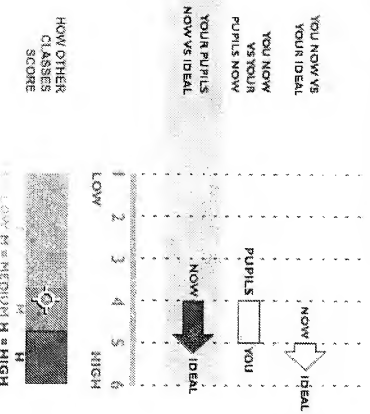
PUPILS NOW VS NATIONAL BENCHMARKS



Your Key Messages

Participation

Your results indicate you would benefit most by focusing on meeting the aspirations of your pupils about the level of *Participation* in your classroom. As a reminder, the most significant finding in your feedback is highlighted below.



What Does This Mean?

Your pupils' responses also indicate that they would like a little more *Participation* in the classroom.

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Navigator



Jotter



Glossary



Help



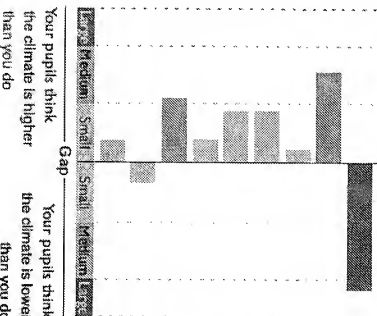
Contact Us



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Current Section: Getting Feedback

Classroom Climate



Clarify

Order

Standards

Fairness

Participation

Support

Safety

Interest

Environment

What Does This Mean?

In general, you are very 'in tune' with the perceptions of your pupils - you clearly understand how they feel about the classroom climate and are in an excellent position to think through the impact of this on their performance.

Your Class Compared With Other Classes

Summary

Done

Start

Workspace at Notes...

Transforming Learning...

Microsoft PowerPoint...

Internet

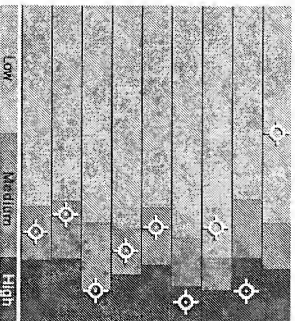
11:44

Current Section: Getting Feedback

Classroom Climate

What Does This Mean?

Overall, your pupils perceive the climate to have a mixture of strengths and weaknesses when compared to that found in other classrooms nationally. You have built a good basis for building on existing strengths, but your feedback also highlights those areas that may impede your pupils from performing to their full potential.



Your Reaction

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Current section: Getting Feedback

Implications

These are displayed at the bottom of this page.

Click the Next icon to start prioritising.

Dimensions	Priority	More Information	Select Up to 3
Clarity	Low	Prioritising Clarity	<input type="radio"/>
Standards	Low	Prioritising Standards	<input type="radio"/>
Order	Low	Prioritising Order	<input type="radio"/>
Environment	Low	Prioritising Environment	<input checked="" type="radio"/>
Fairness	Low	Prioritising Fairness	<input type="radio"/>
Interest	Low	Prioritising Interest	<input type="radio"/>
Participation	Low	Prioritising Participation	<input type="radio"/>
Safety	Low	Prioritising Safety	<input type="radio"/>



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Address: 827884randomvar=73897CA8-F650-11D4-8ACDD0508B6682788CFTD=718CFTOKEN=58915975 60 links

Take Me To...

Participation
Support
Clarity
Standards
Safety
Environment
Interest
Climate Summary
Setting Priorities
Choosing Actions
Action Planning Table

Home

Contact Us

Navigator



Glossary



Help



Current Section: Getting Feedback

Applications

Dimensions

Priority

For More Information

Select Up to 3 Key Action Areas

Order	Low	Click Here...	<input type="radio"/>
Fairness	Low	Click Here...	<input type="radio"/>
Participation	Medium	Click Here...	<input type="radio"/>
Support	Low	Click Here...	<input type="radio"/>
Safety	Low	Click Here...	<input type="radio"/>
Interest	Low	Click Here...	<input type="radio"/>
Environment	Low	Click Here...	<input type="radio"/>
Standards	Low	Click Here...	<input type="radio"/>
Clarity	High	Click Here...	<input type="radio"/>

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Close

Start

Workspace at Notes

Transforming Lear...

Microsoft PowerPoint...

Internet

11:49

Transforming Learning - Microsoft Internet Explorer




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Address <http://www.transformlearning.co.uk/default.cfm?pagename=-feedback%2Femotions%2Ecm%3Frandomvar%3> 60 Links

Current Section Taking Action

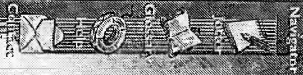
Exploring & choosing actions

Characteristic: Click for More Information	Clarity	Standards	Order	Selected Action
Analytical Thinking				<input type="radio"/>
Conceptual Thinking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
Drive for Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Initiative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
Holding People Accountable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
Managing Pupils	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
Passion for Learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Impact & Influence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>

Click to Select



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Conceptual Thinking means the ability to see patterns and links, even where there is a lot of detail.

Below are some suggested actions for developing this characteristic. Select as many as you like and they will be saved into your action planner. If you wish to write your own action points, please use the text box below.

- ☐ A. Consider how you identify patterns in behaviours, situations or performance data. Reflect on patterns that may be evident and record these.
- ☐ B. Review your lesson plans to consider if you are utilising concepts, ideas or best practices. If you are not, consider how you might collect this information and integrate it into lessons with your class.
- ☒ C. Consider the most complex areas of curriculum or learning for your class this term. Plan how you can make them easier to understand in creative or new ways. Discuss your plan with a colleague, and then review how successful it is with the class and/or your colleague.
- ☐ D. Practise using mind mapping to increase your abilities in conceptual thinking. Analyse situations or issues using this technique to look at non-linear patterns.

Current Section: Taking Action

Exploring & Choosing Actions

You have prioritised: **Clarity, standards, Order for action**

High-level Action

What do you want to be different in your classroom as a result?

Order	Standards	Clarity
<p>To increase Order I will take action to ensure that punctuality and civilised behaviour are maintained in</p>	<p>To increase Standards I will take action to ensure that my pupils understand what I expect them</p>	<p>To increase Clarity I will take action to ensure that my pupils understand what they have to do and why it</p>
<p>There will be time to do all the things we planned to do in the lesson.</p>	<p>Every pupil will be stretched.</p>	<p>Pupils will be able to tell me what they were supposed to have learned as a result of the lesson.</p>
<p>Achievement Date 9 4 2001 Status Complete</p>	<p>Achievement Date Status In Progress</p>	<p>Achievement Date 6 4 2001 Status In Progress</p>



Next >

STYLES

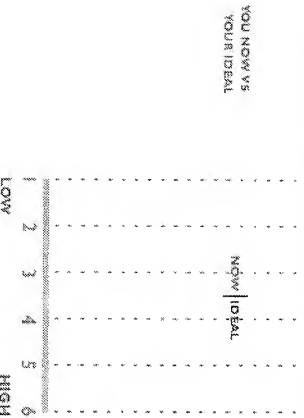
	Coercive	Authoritative	Affiliative	Democratic	Pacemaking	Coaching
DIMENSIONS:						
Flexibility						
Responsibility						
Standards						
Reward						
Clarity						
Team Commitment						

Extremely Valuable Valuable Of Short Term Value Use With Care Not Recommended

Your Own Perceptions

Responsibility

This chart shows the gap between your perception of the actual level of *Responsibility* in the school and how you would like it to be ideally.

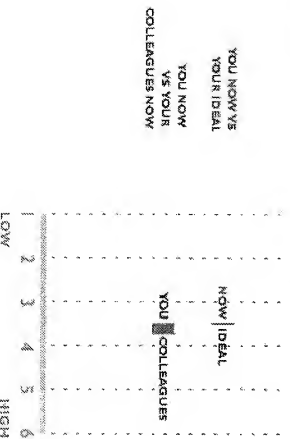


What Does This Mean?

You feel that levels of *Responsibility* in the school are appropriate.

This chart shows the gap between your own and your colleagues' perceptions of the actual level of **Responsibility** in the school.

(The level of agreement for this dimension is high.)



[Click here for colleague agreement explanation](#)

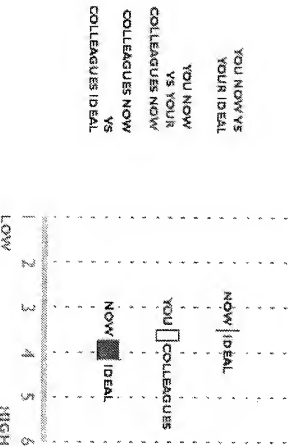
What Does This Mean?

There is no difference between your perception of **Responsibility** in the school and your colleagues' perceptions.

The Perceptions of Your Colleagues

Responsibility

This chart shows the gap between your colleagues' perception of the actual level of *Responsibility* in the school and their aspirations for the future.



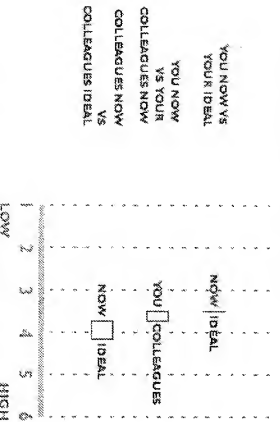
What Does This Mean?

Although generally satisfied, the responses of your colleagues suggest they would like slightly more *Responsibility* in the future.

Your School in Comparison With Other Schools

Responsibility

This chart shows how your colleagues' perceptions of the actual level of **Responsibility** compares to how other teams tend to score.



What Does This Mean?

The level of **Responsibility** perceived by your colleagues is typical of that found nationally.

Your Key Messages

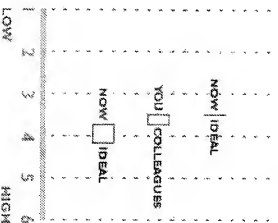
Responsibility

Your results indicate that you would benefit most by focusing on raising the level of *Responsibility* within the school so that your colleagues' perceptions are high in relation to those found nationally.

YOU NOW VS
YOUR IDEAL

YOU NOW
VS YOUR
COLLEAGUES NOW

COLLEAGUES NOW
VS
COLLEAGUES IDEAL



HOW OTHER
SCHOOLS
SCORE

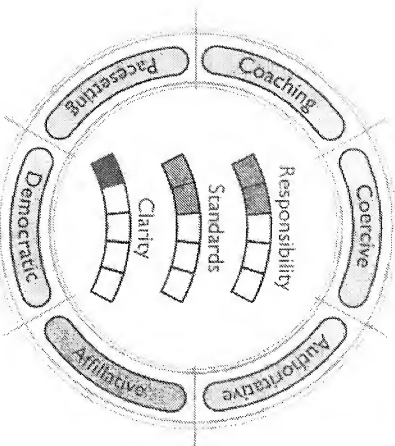


What Does This Mean?

The level of *Responsibility* perceived by your colleagues is typical of that found nationally.

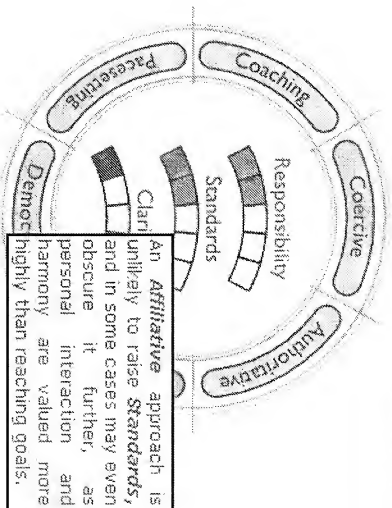
Your Affiliative style is
Infrequent

How To Use
The Wheel



Your Affiliative style is Infrequent

How to Use
The Wheel



Not Recommended

Use With Care

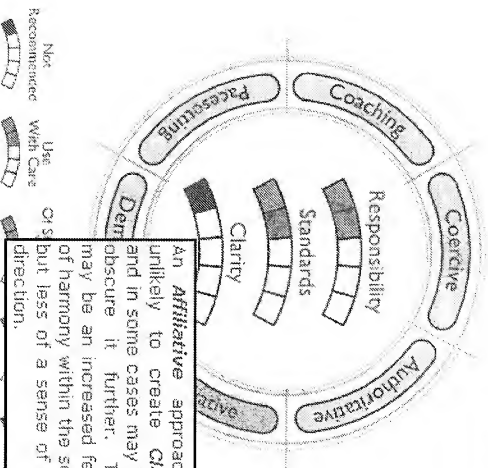
Of Short Term Value

Valuable

Extremely Valuable

Your Affiliative style is Infrequent

How To Use
The Wheel

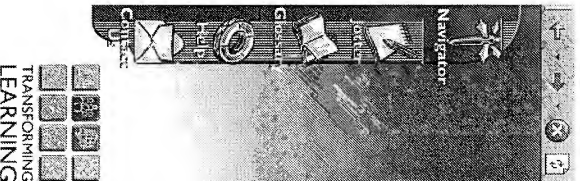


An *Affiliative* approach is unlikely to create *Clarity* and in some cases may even obscure it further. There may be an increased feeling of harmony within the school but less of a sense of clear direction.

	RESPONSIBILITY	STANDARDS	CLARITY	
Coercive	Inrequent			<input type="radio"/>
Authoritative	Inrequent			<input type="radio"/>
Affiliative	Inrequent			<input checked="" type="radio"/>
Democratic	Inrequent			<input type="radio"/>
Pacesetter	Dominant			<input type="radio"/>
Coaching	Inrequent			<input type="radio"/>

Not Recommended
 Use With Care
 Of Short Term Value
 Variable
 Extremely Variable

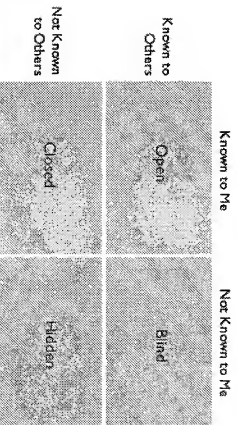




Using Different Sorts of Feedback

You will get meaning from feedback by comparing the new information to what you already think and feel. The better you are prepared for the different sorts of information, the more value you are likely to derive from your feedback.

There are four categories of information which you may encounter during feedback. These are shown in the model below:



Open Information - usually easily assimilated, may not add much

This relates to things you already know about yourself. Often, you will be very comfortable with its familiarity and assimilate it easily, but sometimes you may feel "found out" because you didn't know others knew this about you, and sometimes it may act as a reminder of things you knew but had forgotten.

Blind Information - often provides strong feelings, but is often extremely valuable

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Back



Forward



Stop



Print



Refresh



Search



Favorites



Media



History

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Transforming Learning

Questionnaire

how would you like to see this in the future?

[

Students who behave well
are praised

☐ NOW
☐ ☐ ☐ ☒ ☐ ☐
FUTURE

Students who behave well
are not praised

]



UNICO Training
Three Castles



Next >